MI Access
Michigan's Alternate Assessment Program

Coordinator/Administration Manual

Winter 2003 ■ Participation and Supported Independence

Please be sure to read this manual carefully before administering the MI-Access alternate assessments. You may also want to review the MI-Access 2002/2003 Interactive CD-ROM, the MI-Access training materials, and/or watch the 2003 MI-Access Live Teleconference for additional information on the steps that need to be taken BEFORE, DURING, and AFTER the assessments are administered.

I. GENERAL INFORMATION

This manual is to be used by District and School MI-Access Coordinators as well as teachers and other professional staff involved in administering MI-Access assessments. The *MI-Access 2002/2003 Interactive CD-ROM* has much of the same information in the *Winter 2003 Coordinator/Administration Manual* section but also includes video clips and narrated visuals that may help clarify and/or add to what has been written.

In the manual, you will find information on:

- Contacts
- The MI-Access assessment schedule
- Federal reporting requirements
- Students to be assessed
- MI-Access Assessment Administrators
- Detailed instructions for District MI-Access Coordinators
- Detailed instructions for School MI-Access Coordinators
- Detailed instructions for Assessment Administrators
- Ordering additional materials
- School MI-Access Coordinator Inventory List

By reviewing the manual thoroughly, many (if not all) procedural questions should be answered about MI-Access, Michigan's Alternate Assessment Program.

A. Contacts

To promote efficient communication flow, District MI-Access Coordinators should be the primary point of contact for information about MI-Access. (See the flow chart.)
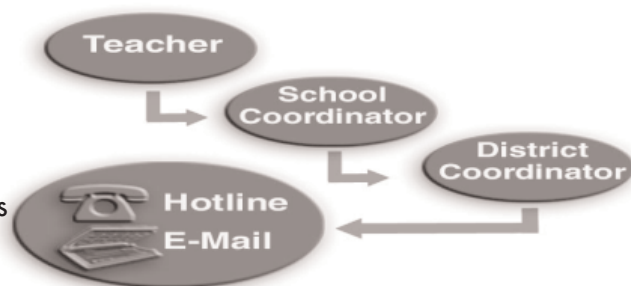
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If teachers or other assessment administrators have questions after reviewing the manual, the *MI-Access 2002/2003 Interactive CD-ROM*, the MI-Access training materials, and the 2003 MI-Access Live Teleconference, they should take their questions to their School MI-Access Coordinator. If he or she cannot answer the questions, the School MI-Access Coordinator should take them to the District MI-Access Coordinator. If he or she cannot answer them, the District Coordinator should contact the following people for assistance.

- For questions related to MI-Access Coordinator designees, assessment administration, and ordering, receiving, packaging, and/or returning MI-Access assessment materials, contact the MI-Access operational contractor, Beck Evaluation and Testing Associates/Touchstone Applied Science Associates (BETA/TASA).

    Toll-free MI-Access Hotline: 1-888-382-4246
    E-mail: **mi-access@tasa.com**

- For questions related to content and/or scheduling, contact MI-Access, Michigan's Alternate Assessment Program.

    Peggy Dutcher
    Coordinator, State Assessment for Students with Disabilities
    Phone: 517-241-4416
    Fax: 517-373-7504
    E-mail: dutcherp@mi.gov

Web site: **www.mi.gov/mde** (Check the Michigan Department of Education [MDE] Web site for current information on MI-Access, including FAQs, *The Assist* newsletter, and other information related to the assessment of students with disabilities and the Michigan Educational Assessment System [MEAS]. An on-line subscription to *The Assist* can also be obtained at this address.)

B. The MI-Access Assessment Schedule

During the 2002/2003 school year, MI-Access assessments will be administered from **FEBRUARY 17 THROUGH MARCH 31**. It is very important to complete all assessment activities on or before March 31. This will allow scoring to take place and reports to be returned in a timely manner. To assure prompt and accurate results, please be sure to follow the directions for preparing and administering MI-Access assessments **EXACTLY AS WRITTEN**.

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All completed MI-Access assessment materials must be shipped to BETA/TASA,
the MI-Access operational contractor, no later than April 11, 2003.

C. Federal Reporting Requirements

MI-Access was developed, in part, in response to federal mandates requiring that all students, including those with disabilities, participate in state- and district-wide assessments. IDEA 1997, one of the federal mandates, also requires states to report students' results on assessments regardless of how the students are assessed.

MEAP assessment materials cover students with disabilities taking part in the MEAP, and Phase I MI-Access assessment materials cover students with disabilities taking part in MI-Access Participation and Supported Independence. For all other students with disabilities, however, there must be some other way to gather assessment information.

Following is the language from IDEA 1997 that relates to this topic.

> Section 34 CFR §300.139 of IDEA requires States to report to the Secretary and to the public every two years on the progress of the State and of the children with disabilities in the State toward meeting performance goals including performance on assessments, drop-out rates, and graduation rates. Additionally, 34 CFR §300.139 requires the State Education Agency to report to the public, in the same frequency and detail as it reports for non-disabled children, on the number and performance results of children with disabilities participating in regular and alternate assessments and to include in those reports aggregated data that include the participation of children with disabilities together with all other children and disaggregated data on the performance of children with disabilities.

To comply with this requirement, Michigan has developed a form called the *Students Eligible for Phase 2 MI-Access Scan Form* (formerly known as the *Determined by IEP Team Scannable Form*). It MUST be completed for all students with disabilities whose IEP Teams have determined that it is inappropriate for them to participate in (1) ANY part of the MEAP, (2) the MEAP with assessment accommodations, (3) MI-Access Participation, or (4) MI-Access Supported Independence. Detailed instructions for completing the form are included in Section V (page 31) of this manual. (Also see pages 5-7 for more detail on who these students are likely to be.)

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Please note that the *Students Eligible for Phase 2 MI-Access Scan Form* is filled out by **GRADE**. Therefore, when deciding whether this form is needed, keep the following in mind.

1. First, look at your total pool of students with disabilities. If the IEP Team has determined that a student in that pool should NOT take MI-Access Participation or Supported Independence, then look at his or her grade level.

2. If the student is in grade 4, 5, 7, 8, or 11 during the current assessment year, determine whether he or she will participate in any part of the MEAP. If the student takes at least one of the MEAP assessments, he or she is considered to be assessed at the state level.

3. If the student is not taking ANY of the MEAP assessments, then a *Students Eligible for Phase 2 MI-Access Scan Form* will need to be filled out.

There are several other federal requirements related to assessing students that affect MI-Access, the most recent of which is the No Child Left Behind Act of 2001. This Act requires states to implement "a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science." These assessments must cover *all* students, including those with disabilities and limited English language proficiencies. Starting in 2005, the mathematics and English language arts assessments must be administered annually to students in grades three through eight and once in high school. In 2008, science assessments must also be administered once in elementary, middle, and high school.

D. Students to Be Assessed

Phase 1 MI-Access
In Phase 1, there are two MI-Access assessments: (1) MI-Access Participation and (2) MI-Access Supported Independence. MI-Access *Participation* assessments are designed for students who have, or function as if they have, *severe or profound* cognitive impairment. These students are expected to require *extensive ongoing* support in adulthood. They may also have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus may make determining their actual abilities and skills difficult. For that reason, the *Participation* assessments focus only on how a student responds to the opportunity to participate in an activity rather than on how well he or she carries out that activity.

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MI-Access *Supported Independence* assessments are designed for students who have, or function as if they have, *moderate* cognitive impairment. These students are expected to require *ongoing* support in adulthood. They may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills. The *Supported Independence* assessments, therefore, are designed to provide students with opportunities to demonstrate their skills. Specifically, they measure how students perform certain tasks while acknowledging that they may require some allowable level of assistance to do so.

Phase 1 MI-Access assessments—Participation and Supported Independence—are administered once each year to students who are 9, 10, 13, 14, 17, and 18 years old. Students must be that age on or before December 1st of the school year in which the assessment is administered. These **AGES** were selected because (1) most students taking part in Phase 1 MI-Access assessments are not assigned a grade level, and (2) they ensure that students with disabilities are assessed with the same frequency as general education students (that is, they correspond with grades currently assessed by the MEAP).

Phase 2 MI-Access
In Phase 2, Michigan is developing additional assessments for students whose IEP Teams have determined that it is not appropriate for them to take part in the MEAP, the MEAP with assessment accommodations, MI-Access Participation, or MI-Access Supported Independence. This involves an exceptionally wide range of students.

For example, the majority of students taking part in Phase 2 MI-Access will be those who have, or function as if they have, *mild* cognitive impairment. These students are capable of meeting their own needs and living suc-cessfully in their communities *without overt* support from others. They also are able to assess their personal strengths and limitations and access resources, strategies, supports, and linkages that will help them maximize their independence.

Other Phase 2 students, however, may not have cognitive impairments but may have other disabilities that the IEP Team has determined will interfere with their ability to participate fully and appropriately in the MEAP even with assessment accommodations.

Phase 2 MI-Access assessments—which will be administered by **GRADE** instead of age—are currently under development. As required by federal law (No Child Left Behind Act, 2001), the assessments will include the subject areas of English language arts (year 2005/2006), mathematics (year 2005/2006), and science

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(year 2007/2008). The assessment format will not rely solely on teacher observation, but instead will incorporate a wide range of formats (such as multiple choice, true/false, short answer, and extended response) suitable to the student population being assessed. It is expected that Phase 2 MI-Access assessments will be administered for the first time statewide in winter 2005 (at the earliest). Until the Phase 2 assessments are developed, IEP Teams must determine how else students eligible for Phase 2 MI-Access will be assessed.

As a final note, the phrase "or those who function as if they have such impairment" has been used several times in this section. That phrase essentially refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI-Access assessment that best suits their "adaptive functioning" level of independence. (To obtain more information on the students being assessed, refer to the Question and Answer document regarding the assessment of students with disabilities in the Special Education section of the MDE Web site—**www.mi.gov/mde**—and the *MI-Access 2002/2003 Interactive CD-ROM.*)

E. MI-Access Assessment Administrators

The MI-Access assessments are to be administered by THE TEACHER OR RELATED SERVICE PROVIDER who is most familiar with the student and most appropriate given the assessment activity. For example, if the activity is instructional in nature, it makes sense for the teacher to conduct the observation. If, however, the activity takes place during physical therapy, it may be more appropriate for the physical therapist to conduct the observation. Regardless of who administers the assessment, it is important to make sure that he or she has been trained how to administer MI-Access and is someone who would normally be present during the activity. In that way, the assessment environment can be kept as typical as possible.

Also, note that *only* the teacher or the assessment administrator who will be receiving the results for a student should complete the scan sheets *(Teacher ID Sheet, Student Observation Sheet, and/or Students Eligible for Phase 2 MI-Access Scan Form).* If a different professional has conducted the observation, he or she will need to provide his or her observation scores to the teacher responsible for submitting the scores.

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II. INSTRUCTIONS FOR DISTRICT MI-ACCESS COORDINATORS

Each district (LEA or ISD) must designate one person as its District MI-Access Coordinator. Some districts have opted to have their MEAP Coordinator act as their District MI-Access Coordinator since that person is already responsible for managing all student assessments. Others, however, have designated responsibilities to different district staff, such as the Special Education Director or supervisors.

> *If you do not know who your District MI-Access Coordinator is, consult the "MI-Access Coordinator List" on the Web at* **www.mi.gov/mde** *or by clicking on the "What's New" button on the MI-Access 2002/2003 Interactive CD-ROM. If your district has not yet designated a MI-Access Coordinator or the designee has changed, contact the MI-Access contractor at the toll-free MI-Access Hotline (1-888-382-4246) or through e-mail at* **mi-access@tasa.com** *to update that information.*

District MI-Access Coordinators have numerous responsibilities. For example, they need to make administrators, special education teachers, related services providers, and others in the district aware of MI-Access and that it is one component of the MEAS along with the MEAP and ELL-Access.

District MI-Access Coordinators also receive training materials from the state in October and are responsible for sharing them with School MI-Access Coordinators and all potential assessment administrators at *comprehensive* training sessions (scheduled well before the assessment window). By putting training materials in the district prior to the assessment window, teachers can practice administering the assessment and coordinators can begin the all-important planning process.

In addition, District MI-Access Coordinators are responsible for making arrangements so that those involved with MI-Access can view the state's live teleconference, which airs in January and is designed to review materials and provide supplemental information. During the teleconference, assessment administrators and MI-Access coordinators can call in, fax, or e-mail any questions or concerns they have and receive prompt answers. Responses to all questions submitted during that time will be provided in writing and posted on the Web at **www.mi.gov/mde**. Responses also will be available through the "What's New" button on the *MI-Access 2002/2003 Interactive CD-ROM*.

Another responsibility of the District MI-Access Coordinators is to make sure that all information received from the MI-Access operational contractor and the MI-Access staff is disseminated to all district and school staff (including admin-

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istrators, curriculum directors, teachers, related services providers, and parents when appropriate). District MI-Access Coordinators are the key point in the information distribution chain.

Following is a description of the materials that District MI-Access Coordinators will receive and instructions they must follow BEFORE, DURING, and AFTER MI-Access is administered.

✓ Materials Supplied by the State

❏ Original box or boxes (with MI-Access labels) in which the assessment materials were shipped (PLEASE SAVE THESE BOXE(S).)
❏ Packing slip listing materials shipped (secured to the outside, top of the box)
❏ A cover letter from Superintendent of Public Instruction, Thomas D. Watkins, Jr.
❏ One complete set of materials in a "District Coordinator Sample Packet" to use for reference during the assessment window
❏ Prepaid Return Shipment (R.S.) label(s) for UPS
❏ *Return of Materials Instruction Sheet* (fluorescent yellow)
❏ *District ID Sheet and Order for Scoring Services* (gray)
❏ Multiple *School ID Sheets* (green/orange)
❏ *Winter 2003 Coordinator/Administration Manual*s
❏ *MI-Access 2002/2003 Interactive CD-ROM*s
❏ Student assessment booklets (Participation and Supported Independence)
❏ *Student Observation Sheets* (Participation and Supported Independence)
❏ *Students Eligible for Phase 2 MI-Access Scan Forms* (charcoal)
❏ *Teacher Identification Sheets* (blue/maroon)
❏ *Teacher Return Envelopes*

✓ Responsibilities BEFORE Materials Distribution and Assessment Administration

❏ Open the original box or boxes in which MI-Access materials were shipped and set it/them aside in a safe, dry place. **SAVE THE BOX(ES)** for use in returning completed assessment materials to the MI-Access contractor.

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❏ Use the packing slip to inventory materials. If materials are missing or there are insufficient quantities, use the *MI-Access Additional Material Request Form*, found in the back of this manual, to place an order. Once the form is complete, fax it to the MI-Access operational contractor at 845-277-8142. Any additional materials must be requested BEFORE the end of the assessment window (March 31, 2003).

❏ Review the pre-printed school names and state-assigned school codes on the back of the gray *District ID Sheet and Order for Scoring Services*. If a school appears on the list, but you know it is NOT participating in MI-Access and has no students eligible for Phase 2 assessments, please cross it off. Similarly, if a school does not appear in the pre-printed list, but you know it is participating in the assessment and/or has students eligible for Phase 2 assessments, add the name and school code. If the name of a school has changed, please make the necessary corrections on the list.

❏ Also on the back of the gray *District ID Sheet and Order for Scoring Services*, write in the number of *Teacher Return Envelopes* and student scan sheets (including *Student Observation Sheets* and *Students Eligible for Phase 2 MI-Access Scan Forms*) that are being sent to each school on the list. Then, compute the totals for the district at the bottom of each column.

❏ Please note that the student assessment booklets and *Student Observation Sheets* are color-coded by assessment type and student age. Therefore, when assembling materials for schools, be sure to include the same number of *Student Observation Sheets* as corresponding student assessment booklets.

❏ Clarify whether the district is going to use optional research codes, and if so, provide them to School MI-Access Coordinators. These codes are needed to obtain customized research reports—reports that enable districts to collect information customized to their own needs. Research reports are optional services that must be ordered by the District MI-Access Coordinator from BETA/TASA using the gray *District ID Sheet and Order for Scoring Services*. Please note that there is a charge for these reports as indicated on the Sheet. Ordering research reports is a DISTRICT-level decision, NOT a school-level decision. The District MI-Access Coordinator is responsible for making the final determination and, in collaboration with schools, determining what the codes will represent. (See page 11 for sample research codes.) This research option is similar to that offered with the MEAP assessments. Therefore, District MI-Access Coordinators may want to confer with MEAP Coordinators about potential research.

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EXAMPLES OF RESEARCH CODES		
Sample Codes	Sample Research Report I	Sample Research Report II
1	Receives Title I Services	Mother Completed Grade 9
2	Does not receive Title I Services	Mother Completed Grade 10
3		Mother Completed Grade 11
4		Mother Completed Grade 12
5		Mother Completed 1 Year of College
6		Mother Completed 2 Years of College
7		Mother Completed 3 Years of College
8		Mother Completed 4 Years of College
9		Mother Completed Bachelor's Degree
10		Mother Completed Advanced Degree

❏ Determine the date by which all materials must be returned to the district to ensure they will be shipped to the MI-Access operational contractor by **APRIL 11, 2003**. Inform all School MI-Access Coordinators of the district's internal return date.

❏ Distribute appropriate materials to School MI-Access Coordinators.

✓ **Responsibilities DURING Assessment Administration**

❏ Be available DURING the entire assessment window to answer questions from School MI-Access Coordinators, and order and distribute additional materials if necessary.

❏ Check in periodically with School MI-Access Coordinators to make sure they have the materials and information needed to accurately administer the assessments.

❏ Relay any questions that cannot be answered to either BETA/TASA, the MI-Access operational contractor, or MI-Access, Michigan's Alternate Assessment Program. (See page 3 of the manual for phone numbers and e-mail addresses.)

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❏ If schools have questions about how to obtain state Unique Identifying Codes (UICs)—a new piece of information being requested on the *Student Observation Sheets*—consult with the person in the district responsible for submitting student data to the Center for Educational Performance and Information (CEPI). If he or she does not have the information, call CEPI directly at 517-241-2370.

✓ **Responsibilities AFTER Assessment Administration**

❏ Inventory the materials returned by School MI-Access Coordinators to make sure all used and unused materials have been returned, except for manuals and CD-ROMs.

❏ Record what each school returned (*Teacher Return Envelopes* and student scan sheets) on the back of the gray *District ID Sheet and Order for Scoring Services*. Write in the total at the bottom of each column.

❏ On the front of the gray *District ID Sheet*, verify the pre-printed information about the district, indicating in the place provided whether there are any changes of which the MI-Access contractor should be aware. (When completing this sheet, please do not write on any of the bar codes.) Also fill in the District Coordinator's name, phone number, and e-mail address.

❏ Also on the front of the gray *District ID Sheet,* review the section titled "Return of Assessment Results." In this section, fill in the bubble indicating to whom the district would like its test results returned (either the District Superintendent or the District MI-Access Coordinator).

❏ In addition, review the "Order for Optional Scoring Services" section of the gray *District ID Sheet*. If the district wants to purchase optional scoring services, fill in the circles accordingly. Also obtain a purchase order number and have the document signed and dated by an authorized district official in the space provided. If these circles *and* blanks are not completed, optional services cannot be provided. Also note that services requested after the *District ID Sheet and Order for Scoring Services* has been returned to the MI-Access operational contractor will incur an additional charge.

❏ Check the *Teacher Return Envelopes* to make sure the contents have been fully and accurately completed.

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❏ Seal the *Teacher Return Envelopes*, making sure that the District and School information shows through the window on the front of the envelope.

✓ **Preparing Materials for Shipment**

❏ Locate the fluorescent yellow *Return of Materials Instruction Sheet*. It includes detailed information on how to prepare and return completed assessment materials to the MI-Access operational contractor.

❏ Group the *Teacher Return Envelopes* from each school with the corresponding green/orange *School ID Sheet* and secure them together using paper strips. **(DO NOT USE RUBBER BANDS, STAPLES, OR PAPER CLIPS.)**

❏ Place all of the used materials in the original shipping box or boxes in which they were received.

❏ Make a photocopy of the gray *District ID Sheet and Order for Scoring Services* and keep it for your files.

❏ Put the original gray *District ID Sheet* on top of the materials in the box. If more than one box is being returned, make sure the *District ID* Sheet is in the first, or "1 of X," box.

❏ If there is any open space between the materials and the box, fill it with paper (**NOT FOAM**) packing so the box does not collapse and damage the assessment materials during shipment.

✓ **Shipping Materials**

❏ Seal the box or boxes securely with packing tape.

❏ Obtain the prepaid R.S. UPS label(s). Note that *if* this label(s) is/are used, the MI-Access contractor will cover shipping costs. **IF NOT, THE DISTRICT WILL INCUR THE COST OF SHIPPING.**

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❏ Verify the pre-printed number of boxes to be returned on the upper right-hand corner of the label(s) and correct if necessary. If there is more than one box, the labels should read "1 of X," "2 of X," and so forth. Again, be sure to put the gray *District ID Sheet and Order for Scoring Services* in the "1 of X" box.

❏ Verify the return address information on the upper left-hand corner of the label and correct if necessary.

❏ Peel off the backing and affix the label(s) to the original shipping box or boxes. Use one label for each box being returned.

❏ Before shipment, be sure to write the tracking number down—or make a copy of the label—and keep it in a safe, easily remembered place. (A line has been provided for this purpose on the *Return of Materials Instruction Sheet*.) The tracking number can be found in between the two bar codes in the middle of the label.

❏ Give the box or boxes to the district's regular UPS driver by no later than April 11, 2003. Boxes post-marked after that date will NOT be scored. If your district does not have a scheduled UPS pickup, drop the box off at the nearest UPS pickup site or call UPS for pickup at 1-800-742-5877.

❏ Shred and recycle all unused materials returned by schools (except manuals).

Assessment materials **MUST** *be shipped to* **BETA/TASA by APRIL 11, 2003** *to allow sufficient time for scoring. If materials are not shipped by that date, they will NOT be scored.*

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III. INSTRUCTIONS FOR SCHOOL MI-ACCESS COORDINATORS

Each school building involved with administering MI-Access must designate a School MI-Access Coordinator. Some schools have indicated they would like their School MEAP Coordinators to also be their School MI-Access Coordinators since they already are responsible for managing all student assessments. Others, however, have chosen to designate responsibilities to different school staff, such as special education administrators, teachers, or teacher consultants.

School MI-Access Coordinators are responsible for making sure that school administrators, special education teachers, related services providers, and others in the school are aware of MI-Access and that it is one component of the MEAS along with the MEAP and ELL-Access.

In addition, they are responsible for making sure that all information sent by the District MI-Access Coordinator is distributed to school staff, including administrators, curriculum directors, teachers, related services providers, and parents when appropriate.

Before administering assessments, ALL TEACHERS AND OTHER SPECIAL EDUCATION PROFESSIONALS SHOULD PARTICIPATE IN MI-ACCESS TRAINING. It also is recommended that they watch the 2003 MI-Access Live Teleconference and/or use the MI-Access 2002/2003 Interactive CD-ROM.

If there are new professional staff or staff who missed the originally scheduled training session in the school and/or district, they should be trained some other time prior to the MI-Access assessment window (February 17 - March 31, 2003).

Professionals who have already administered MI-Access will need to participate in a "refresher" training session to review changes from the previous year and to ensure valid administration.

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Following is a description of the materials that School MI-Access Coordinators will receive from the District MI-Access Coordinator and instructions to follow BEFORE, DURING, and AFTER the MI-Access assessments are administered.

✓ **Materials Supplied by the MI-Access District Coordinator**

❑ *School ID Sheet* (green/orange)
❑ *Winter 2003 Coordinator/Administration Manual*s
❑ *MI-Access 2002/2003 Interactive CD-ROM*s
❑ Student assessment booklets (Participation and Supported Independence)
❑ *Student Observation Sheets* (Participation and Supported Independence)
❑ *Students Eligible for Phase 2 MI-Access Scan Forms* (if applicable)
❑ *Teacher Identification Sheets* (blue/maroon)
❑ *Teacher Return Envelopes*

✓ **Materials to Be Supplied by the School**

❑ Materials, if needed, for each MI-Access assessment activity. These should be age-appropriate materials that are used by the students being assessed. (The assessment activities have been designed to reflect those that take place in the school setting and should be familiar to the student.)
❑ Reliable watch or clock. (Each MI-Access assessment activity has a maximum observation time.)
❑ No. 2 pencils for completing the assessment sheets and forms.

✓ **Responsibilities BEFORE Assessment Administration**

❑ Using the inventory list on the inside back cover of this manual, inventory materials received from the District MI-Access Coordinator to ensure the correct materials and proper amounts have been sent. If not, contact the District MI-Access Coordinator immediately and he or she will obtain the appropriate materials.

❑ On the front of the green/orange *School ID Sheet,* use a No. 2 pencil to print the name of the school where indicated and mark the corresponding ovals in the grid. Be sure not to make any stray marks and fill in the ovals completely.

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❏ Also, write in the school code and district code where indicated and mark the corresponding ovals in the grid.

❏ In the place provided at the lower right-hand corner of the sheet, write the district name, the name of the School MI-Access Coordinator, his or her phone number, and his or her e-mail address. Turn the sheet over.

❏ On the back of the *School ID Sheet*, write in the name of each teacher who will be administering MI-Access and/or who has students for whom a *Students Eligible for Phase 2 MI-Access Scan Form* needs to be completed.

❏ In the column next to their names, enter the number of student scan sheets (*Student Observation Sheets* and *Students Eligible for Phase 2 MI-Access Scan Forms*) provided to each teacher.

❏ At the bottom of the sheet compute the number of student scan sheets distributed within the school and insert the total at the bottom of the column. Also, record the total number of *Teacher Return Envelopes* distributed in the appropriate space.

❏ Note that the student assessment booklets and *Student Observation Sheets* are color-coded by assessment type and student age. Make sure to give teachers the same number of student assessment booklets as corresponding *Student Observation Sheets*.

❏ Inform all teachers of the school's internal return date (that is, the date by which they must return assessment materials to the School MI-Access Coordinator).

❏ If the district has decided to use research codes, provide the codes to teachers so they can mark them in the lower portion of Section 2 on their *Student Observation Sheets*. (School MI-Access Coordinators may fill in the research codes prior to distribution if desired.)

❏ Assemble the appropriate assessment materials and distribute them to each participating teacher in the building.

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✓ **Responsibilities DURING Assessment Administration**

❏ Be available during the assessment window to answer questions and concerns and to obtain and distribute additional assessment materials if needed.

❏ Periodically monitor observations to verify that instructions are properly carried out.

❏ If School MI-Access Coordinators cannot answer a question or address a particular concern, they should relay the question or concern to the District MI-Access Coordinator for follow-up.

✓ **Responsibilities AFTER Assessment Administration**

❏ Once the assessments are complete, collect all used and unused *Teacher Return Envelopes,* assessment booklets, and scan sheets. (The used booklets are particularly important because they may be used later for research purposes.)

❏ Check each *Teacher Return Envelope* to make sure that a *Teacher Identification Sheet* has been completed for each teacher to whom student results will be returned. Also check to make sure that the number of student scan sheets inserted in the envelope matches the number recorded.

❏ Complete the back of the green/orange *School ID Sheet*, indicating the total number of student scan sheets (*Student Observation Sheets* and *Students Eligible for Phase 2 MI-Access Scan Forms*) returned by each teacher and compute the total returns for the school. Also compute the total number of *Teacher Return Envelopes*.

❏ Place the *School ID Sheet* on top of the *used* assessment materials. In a separate pile, assemble all *unused* materials and return the two separate piles to the District MI-Access Coordinator. (Remember, MI-Access manuals and CD-ROMs do NOT need to be returned.)

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IV. INSTRUCTIONS FOR ASSESSMENT ADMINISTRATORS

MI-Access assessments were designed to be administered by the teacher or related service provider who is (1) most familiar with the student being assessed, (2) most appropriate given the assessment activities, and (3) normally present during the activities. Assessments should **NOT** be administered by para-professionals, hall monitors, food service/lunchroom staff, other students, and so forth. (For more information on assessment administrators and their responsibilities, refer to the question & answer document related to assessing students with disabilities posted in the Special Education section of the MDE Web site at **www.mi.gov/mde**.)

Following is a description of the materials Assessment Administrators will receive from the School MI-Access Coordinator and instructions to follow BEFORE, DURING, and AFTER administering MI-Access.

✓ **Materials Provided by the State**

❏ AUEN Documents (provided with the MI-Access training materials)
❏ One *Winter 2003 Coordinator/Administration Manual*
❏ One *MI-Access 2002/2003 Interactive CD-ROM*
❏ Student assessment booklets (Participation and/or Supported Independence)
❏ *Student Observation Sheets* (Participation and/or Supported Independence)
❏ *Students Eligible for Phase 2 MI-Access Scan Forms* (if applicable)
❏ One *Teacher Identification Sheet* (blue/maroon)
❏ One *Teacher Return Envelope*

✓ **Materials Provided by the School**

❏ Materials, if needed, for each MI-Access assessment activity. These should be age-appropriate materials that are used by the students being assessed. (The assessment activities have been designed to reflect those that take place in the school setting and should be familiar to students.)
❏ Reliable watch or clock. (Each MI-Access assessment activity has a maximum observation time.)
❏ No. 2 pencils for completing assessment sheets and forms.

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✓ Responsibilities BEFORE Assessment Administration

❑ Conduct an inventory to make sure the correct materials have been sent and that there are sufficient quantities. Review the materials well in advance of administering the assessment.

❑ Pull out the student assessment booklets and *Student Observation Sheets.* For each student who will be assessed, set aside the correct student assessment booklet and the correct corresponding *Student Observation Sheet* (they are color-coded by assessment type and student age) as determined by the student's IEP Team.

❑ In the space provided on the front of each student assessment booklet, fill in the appropriate student name, teacher name, school code, and district code.

❑ If the student is being assessed with MI-Access *Participation*, refer to his or her IEP to see how the IEP Team describes his or her individual participation/response mode(s). Use this general information to determine specific "as expecteds for this student" for each assessment activity. Record the "as expecteds for this student" in the student assessment booklet and reference them when planning, administering, and scoring each assessment activity. (More detailed information on determining "as expecteds for this student" is included in the MI-Access training materials provided by the state.)

❑ If the student is being assessed with MI-Access S*upported Independence*, review the "Levels of Allowable Assistance" table found in the Supported Independence student assessment booklet. Note that the levels vary by student age and, therefore, may be different for different students.

❑ Review the "General Directions" and "Planning Checklist" in the student assessment booklet as they provide detailed information on how to prepare for and conduct an observation. "General Directions" can be found on page 2 of every student assessment booklet and the "Planning Checklist" can be found on page 3. Make a copy of the Planning Checklist, if desired, and use it to make sure all steps have been completed for each assessment activity.

❑ Schedule TWO observations for each assessment activity on two different days.

❑ Remember, you must administer EVERY activity in the assessment booklet.

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❑ Review the *On-line Teacher Feedback Survey* at **http://esrealitycheck.com/survey/index.asp?=1872631** ahead of time to become familiar with the types of information on which the state is looking for feedback. This survey should be completed once all students have been assessed.

❑ If there are any questions or concerns, refer them to the School MI-Access Coordinator. If he or she cannot answer or address them, they will be referred to the District MI-Access Coordinator for follow-up.

✓ **Responsibilities DURING Assessment Administration**

❑ Obtain the student assessment booklet for the student being assessed.

❑ While observing the student, circle the observation scores in the student assessment booklet using the standardized scoring guide. (The scores will be transferred later to a separate *Student Observation Sheet*.)

❑ Conduct **TWO** observations for each activity. Be sure to conduct the two observations on two different days. Remember, you must administer EVERY activity in the assessment booklet.

✓ **Responsibilities AFTER Assessment Administration**

A. Complete *Student Observation Sheets*

❑ Each District MI-Access Coordinator was given the option of having *Student Observation Sheets* pre-printed with student identification information through the pre-identification process. If your District has selected this option, follow the directions in the shaded box on page 24. If not, or if you have a new student who could not have been pre-identified, skip to the bulleted list, which starts by instructing assessment administrators to use only a No. 2 pencil.

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This Manual

District ID Sheet

MI-Access Interactive CD

School ID Sheet

Packing Slip

Return of Materials

Students Eligible for Phase 2

Teacher ID Sheet

Student Observation Sheet

Assessment Booklets

RS Label

Return Envelope

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Instructions for Using Pre-Printed *Student Observation Sheets*

❏ Verify all of the pre-printed information on the *Student Observation Sheet.* IF ANY PRE-PRINTED INFORMATION IS INCORRECT, DO NOT USE THIS SHEET. DO NOT ATTEMPT TO MAKE CORRECTIONS. Instead, use a blank *Student Observation Sheet*, filling in the information as directed below.

❏ If any of the student identification information has **NOT** been pre-printed, fill in the missing information as directed below.

❏ Use **ONLY** a No. 2 pencil (no ink, markers, or colored pencils).

❏ Do **NOT** make any stray marks on the sheet.

❏ If a mistake is made, be sure to **ERASE** it completely.

❏ Be sure to print requested information and mark the grid for all sections.

❏ It is critical that information recorded on the *Student Observation Sheet* is accurate because it will be used later to prepare customized *Parent Reports* and *Individual Student Reports.*

❏ **Section 1. Student's Name.** Print the student's LAST NAME in the first 16 boxes. Print the student's FIRST NAME in the next 12 boxes and the MIDDLE INITIAL in the last box. If the student's name has more letters than spaces provided, enter only the first 16 letters of the last name and only the first 12 letters of the first name. Omit all spaces, hyphens, apostrophes, Jr., or III and complete the grid.

Example:	*Last Name*	*First Name*	*MI*
	Fredrickson-McMillian	Rumplestiltskin	J
	FredricksonMcMil	Rumplestilts	J

❏ **Section 2. School Use Only.** In the upper portion of the section, fill in the "Not Assessed" oval if the student is absent when the MI-Access assessment was scheduled and is unable to participate in a make up

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during the entire assessment window. If you fill in this bubble, do NOT fill in anything related to the assessment activities. If anything is filled in on the back, the student will be scored. Fill in the "Homebound" oval AND the "Not Assessed" oval if a student was at home or in a hospital due to a physician-certified medical condition throughout the entire assessment window and could not participate in ANY of the Performance Expectations. If the student was homebound or hospitalized and participated in SOME of the Performance Expectations but not ALL of them due to his or her condition, fill in just the "Homebound" oval. (A "homebound" student is defined as a student enrolled in a K-12 or special education program in a public school, public school academy, or university school who, because of a physician-certified medical condition, must be at home or in a hospital during regular school hours. The medical condition must be severe enough that it is expected to last at least five school days. For more information on homebound students, consult the Homebound and Hospitalization Question and Answer document on the Web at **www.mi.gov/mde**.)

❑ **Section 2. School Use Only**. Fill in the demographic information in the middle portion of Section 2, if applicable, as it will be used later to disaggregate assessment data as required by federal law. The following definitions apply.

- **Economically Disadvantaged:** A student from a low-income family as defined by the income guidelines for free and reduced price meals. (This information is required for all districts that receive Title I funds. The U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

- **Limited English Proficient (LEP):** The Michigan definition is a student who has a primary or home language other than English who, because of limited proficiency in speaking, reading, writing, and understanding the English language, requires alternative programs or services to equally access the local education agency's (LEA) total academic curriculum. For the Michigan Section 41 program, a student is termed LEP if he or she scores at or below the 40th percentile on a standardized English reading test, sub-test, or on a test of oral English language proficiency.

  The federal definition of an LEP student is an individual
  1. who is aged 3 through 21;
  2. who is enrolled or preparing to enroll in an elementary or secondary school;
  3. who (a) was not born in the United States or whose native language is something other than

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English, (b) is Native American, an Alaskan Native, or a native resident of the outlying areas, (c) comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or (d) is migratory and has a native language other than English and comes from an environment where a language other than English is dominant; and

4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny him or her (a) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (b) the ability to successfully achieve in classrooms where the language of instruction is English; or (c) the opportunity to participate fully in society.

- **Formerly Limited English Proficient (FLEP):** A student who is no longer designated LEP by a school or school district or is no longer receiving support services to acquire English language proficiency. As required by federal law (No Child Left Behind, Title III, Subpart 2, Section 3121), this designation must be used to track student achievement for two years after the LEP designation has been removed.

- **Migratory Status:** A student who has moved with a parent/guardian within the past year across state boundaries for the purpose of the parent securing temporary or seasonal employment.

- **Mobile:** A student who has been enrolled in the school or its feeder school for less than one year at the time MI-Access is administered.

❏ **Section 2. School Use Only.** In the lower portion, fill in Research Codes *only* if the School MI-Access Coordinator has asked you to and has provided the proper codes.

❏ **Section 3. Student Ethnicity.** Record the student's ethnicity, which should be determined by the student's parent(s) or legal guardian(s). Although the parents or legal guardians are not legally obligated to provide this information, it has been requested for the purpose of educational research. Responses will be kept confidential.

The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be

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viewed as determinants of eligibility for participation in any Federal programs." (OMB Directive No. 15) The classifications will be used only for the purpose of reporting.

- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliations or community recognition.

- **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

- **Black, not of Hispanic Origin:** A person having origins in any of the black racial groups of Africa.

- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

- **White, not of Hispanic Origin:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

- **Multiracial:** A person of mixed racial and/or ethnic origins.

❏ **Section 4. Gender.** Record the student's gender by completing the grid.

❏ **Section 5. Student Identification Number.** This is an OPTIONAL section of the *Student Observation Sheet.* Print and mark the student's local district ID number if the district would like that number to appear on its reports. This field allows districts that use the CD-ROMs provided by the state to access student information by district-assigned student number as well as by student name.

❏ **Section 6. Unique Identifying Code.** Print and mark the student's state Unique Identifying Code (UIC) in the appropriate space. The UIC is a ten-digit number issued by the Center for Educational Performance and Information for every student in Michigan through the Single Record Student Database process. New UICs are provided to districts after each Database submission cycle for incorporation into their local district student management system. The number is only assigned to one student, has no intrinsic meaning,

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and can be substituted for a student's name to protect confidentiality. If a student's UIC is not readily available, contact the School MI-Access Coordinator, who, in turn, will call the District MI-Access Coordinator for assistance in obtaining it.

❑ **Section 7. Birth Date.** Write the student's birth month, day, and year in the boxes and complete the grid.

❑ **Section 8. Student Information.** On the back of the *Student Observation Sheet*, write in the student's name, teacher name, school name and state-assigned school code, and district name and state-assigned district code in the place provided. Make sure it matches the information written on the front of the corresponding student assessment booklet.

Sample:

8. Print Student Name, etc.

    Student Name: _____

    Teacher Name: _____

    School Name and Code: _____

    District Name and Code: _____

❑ **Section 9. Activities.** Transfer the scores for the two observations for each activity from the student assessment booklet to the appropriate grids on the *Student Observation Sheet.* Both observations will factor into the student's overall score.

❑ Go back over the *Student Observation Sheet* one more time to make sure everything has been recorded accurately and there are no stray marks.

❑ Group all of the completed *Student Observation Sheets* together facing the same direction regardless of whether they are Participation or Supported Independence. (The MI-Access contractor can differentiate between the two using pre-printed codes.) When looking at the front of the sheets, there is a notch in the upper right-hand corner that should help with alignment.

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B. Complete the Students Eligible for Phase 2 MI-Access Scan Forms (charcoal)

❏ Complete the *Students Eligible for Phase 2 MI-Access Scan Forms*, if applicable. (See detailed instructions in Section V, page 31 of this manual.)

C. Complete the *Teacher Identification Sheet* (blue/maroon)

❏ **Section 1. District and School Name.** Make sure the pre-printed district name and state-assigned district code are correct. If changes need to be made, mark the oval and print the correct information on the lines below the oval. Then, write in the school name and state-assigned school code.

❏ **Section 2. Name Grid.** Write your last name in the first 19 boxes. Then write your first initial in the last box. If your last name has more letters than spaces provided, enter only the first 19 letters. Omit all spaces, hyphens, apostrophes, Jr., or III and complete the grid.

❏ **Section 3. Total Student Scan Sheets.** Write and mark the total number of completed student scan sheets (*Student Observation Sheets* and/or *Students Eligible for Phase 2 MI-Access Scan Forms.*) Remember this section must be right justified. That means that if five sheets are being submitted the entry should read 005.

❏ Record that same information—your name and the total number of student scan sheets—in the space provided on the front of the *Teacher Return Envelope* just below the cellophane window.

❏ Place the completed *Teacher Identification Sheet* on top of all the *Student Observation Sheets*, along with any *Students Eligible for Phase 2 MI-Access Scan Forms*, if applicable. Insert all scan sheets into the *Teacher Return Envelope*, making sure that the district and school information shows through the window on the front. **DO NOT SEAL THE ENVELOPE**.

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D. Complete the *On-line Teacher Survey*

❏ Please go to the following Web site and enter the information requested:
  http://esrealitycheck.com/survey/index.asp?=1872631

E. Return Materials to the School MI-Access Coordinator

❏ Assemble the unsealed *Teacher Return Envelope* with contents (including all *Student Observation Sheets* and/or *Students Eligible for Phase 2 MI-Access Scan Forms*) and all student assessment booklets for return to the School MI-Access Coordinator by the date requested. Put the *Teacher Return Envelope* with contents on top and the used student assessment booklets on the bottom. Keep all *unused* materials in a separate pile for return to the School MI-Access Coordinator. Remember, manuals and CD-ROMs do NOT need to be returned.

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V. INSTRUCTIONS FOR COMPLETING THE *STUDENTS ELIGIBLE FOR PHASE 2 MI-ACCESS SCAN FORM*

According to IDEA 1997, states must report the total number of students in the state participating in alternate assessment. In order to meet the federal requirement, the *Students Eligible for Phase 2 MI-Access Scan Form* must be completed by teachers for each special education student who is **NOT** taking any part of the MEAP, the MEAP with assessment accommodations, MI-Access Participation, or MI-Access Supported Independence.

Please note that this form is completed by **GRADE**. Therefore, if the student is NOT taking one of the above-mentioned assessments, but IS in grade 4, 5, 7, 8, or 11, then a *Students Eligible for Phase 2 Scan Form* **MUST** be filled out for him or her. (See "Federal Reporting Requirements" in Section 1 of this manual for more information on this topic.)

Following are instructions for completing the form.

✓ **Complete the Form**

❏ Each District MI-Access Coordinator was given the option of having the *Students Eligible for Phase 2 MI-Access Scan Form* pre-printed with student identification information through the pre-identification process. If your District has chosen this option, follow the directions in the shaded box below. If not, or if you have a new student who could not have been pre-identified, skip to the bulleted list of boxes on page 32, which starts by instructing assessment administrators to use only a No. 2 pencil.

Instructions for Using Pre-Printed *Students Eligible for Phase 2 MI-Access Scan Forms*

❏ Verify all of the pre-printed information on the *Students Eligible for Phase 2 MI-Access Scan Form*. IF ANY PRE-PRINTED INFORMATION IS INCORRECT, DO NOT USE THIS FORM. DO NOT ATTEMPT TO MAKE CORRECTIONS. Instead, use a blank *Students Eligible for Phase 2 MI-Access Scan Form*, filling in the information as directed on the following page.

❏ If any of the student identification information has not been pre-printed, fill in the missing information as directed on the following page.

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❏ Use **ONLY** a No. 2 pencil (no ink, markers, or colored pencils).

❏ Do **NOT** make any stray marks on the form.

❏ If a mistake is made, be sure to **ERASE** it completely.

❏ Be sure to print requested information and mark the grid for all sections.

❏ **Section 1. Student's Name.** Print the student's LAST NAME in the first 16 boxes. Print the student's FIRST NAME in the next 12 boxes and the middle initial in the last box. If the student's name has more letters than spaces provided, enter only the first 16 letters of the last name and only the first 12 letters of the first name. Omit all spaces, hyphens, apostrophes, Jr., or III and complete the grid.

Example:	*Last Name*	*First Name*	*MI*
	Fredrickson-McMillian	Rumplestiltskin	J
	FredricksonMcMil	Rumplestilts	J

❏ **Section 2. School Use Only.** Fill in the "Not Assessed" oval if the student is absent when the assessment identified by the IEP Team was scheduled and unable to participate in a make up. Fill in the "Homebound" oval AND the "Not Assessed" oval if the student was at home or in a hospital when the assessment identified by the IEP Team was scheduled and was unable to participate because of his or her condition. (A "homebound" student is defined as a student enrolled in a K-12 or special education program in a public school, public school academy, or university school who, because of a physician-certified medical condition, must be at home or in a hospital during regular school hours. The medical condition must be severe enough that it is expected to last at least five school days. For more information on homebound students, review the Homebound and Hospitalization Question and Answer document on the Web at **www.mi.gov/mde**.)

❏ **Section 2. School Use Only.** Fill in information, if applicable, as it will be used later to disaggregate assessment data as required by federal law. The following definitions apply:

  • **Economically Disadvantaged:** A student from a low-income family as defined by the income guidelines for free and reduced lunch price meals. (This information is required for all districts that receive

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Title I funds. The U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

- **Limited English Proficient (LEP):** The Michigan definition is a student who has a primary or home language other than English who, because of limited proficiency in speaking, reading, writing, and understanding the English language, requires alternative programs or services to equally access the local education agency's (LEA) total academic curriculum. For the Michigan Section 41 program, a student is termed LEP if he or she scores at or below the 40th percentile on a standardized English reading test, sub-test, or on a test of oral English language proficiency.

  The federal definition of an LEP student is an individual
  1. who is aged 3 through 21;
  2. who is enrolled or preparing to enroll in an elementary or secondary school;
  3. who (a) was not born in the United States or whose native language is something other than English, (b) is Native American, an Alaskan Native, or a native resident of the outlying areas, (c) comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or (d) is migratory and has a native language other than English and comes from an environment where a language other than English is dominant; and
  4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny him or her (a) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (b) the ability to successfully achieve in classrooms where the language of instruction is English; or (c) the opportunity to participate fully in society.

- **Formerly Limited English Proficient (FLEP):** A student who is no longer designated LEP by a school or school district or is no longer receiving support services to acquire English language proficiency. As required by federal law (No Child Left Behind, Title III, Subpart 2, Section 3121), this designation must be used to track student achievement for two years after the LEP designation has been removed.

- **Migratory Status:** A student who has moved with a parent/guardian within the past year across state boundaries for the purpose of the parent securing temporary or seasonal employment.

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- **Mobile:** A student who has been enrolled in the school or its feeder school for less than one year at the time MI-Access is administered.

❑ **Section 3. Student Ethnicity.** Record the student's ethnicity, which should be determined by the student's parent(s) or legal guardian(s). Although parents or legal guardians are not legally obligated to provide this information, it has been requested for the purpose of educational research. The response will be kept confidential.

The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal programs." (OMB Directive No. 15) The classifications will be used only for the purpose of reporting.

- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliations or community recognition.

- **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

- **Black, not of Hispanic Origin:** A person having origins in any of the black racial groups of Africa.

- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

- **White, not of Hispanic Origin:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

- **Multiracial:** A person of mixed racial and/or ethnic origins.

❑ **Section 4. Gender.** Record the student's gender by completing the grid.

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❏ **Section 5. Local Student ID Number.** This is an OPTIONAL section of the *Students Eligible for Phase 2 MI-Access Scan Form*. Print and mark the student's local district ID number if the district would like that number to appear on its reports. This field allows districts that use the CD-ROMs provided by the state to access student information by district-assigned student number as well as by student name.

❏ **Section 6. Unique Identifying Code.** Print and mark the student's state Unique Identifying Code (UIC) in the appropriate space. The UIC is a ten-digit number issued by the Center for Educational Performance and Information for every student in Michigan through the Single Record Student Database process. New UICs are passed back to districts after each Database submission cycle for incorporation into their local district student management system. The number is only assigned to one student, has no intrinsic meaning, and can be substituted for a student's name to protect confidentiality.

❏ **Section 7. Student's Grade.** Fill in the appropriate oval. (Note that this form is filled out according to a student's grade as opposed to a student's age. This is one way in which it differs from other MI-Access scan sheets.) Turn the form over.

❏ **Section 8. School/District information.** Print the student name, teacher name, the school name and code, and the district name and code in the spaces where indicated.

❏ **Section 9. How Was the Student Assessed?** If a special education student is not taking the MEAP, the MEAP with assessment accommodations, MI-Access Participation, or MI-Access Supported Independence, please mark the oval that BEST describes what the IEP Team determined for use as the student's alternate assessment. Note that you may fill in only ONE option. Also, if you fill in the oval next to "other," you must describe what other option is used. Finally, do not write in any space outside Section 9.

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✓ **Complete the Teacher ID Sheet (blue/maroon)**

❏ If a *Teacher Identification Sheet* has not been completed as part of the MI-Access Participation and/or Supported Independence assessments, complete one now using the following instructions. (If one has been completed, assemble the *Students Eligible for Phase 2 MI-Access Scan Forms* and follow the "Return" instructions on page 30 of this manual.)

❏ **Section 1. District and School Name.** Make sure the pre-printed district name and state-assigned district code are correct. If changes need to be made, mark the oval and print the correct information on the lines below the oval. Then, write in the school name and state-assigned school code.

❏ **Section 2. Name Grid.** Print and mark your LAST NAME in the first 19 boxes. Then print and mark your FIRST INITIAL in the last box. If your last name has more letters than spaces provided, enter only the first 19 letters. Omit all spaces, hyphens, apostrophes, Jr., or III and complete the grid.

❏ **Section 3. Total Student Scan Sheets.** Print and mark the total number of completed *Students Eligible for Phase 2 MI-Access Scan Forms*. Remember, this section must be right justified. That means that if five scan sheets are being submitted, the entry should read 005.

❏ Record that same information—your name and the number of student scan sheets—in the space provided on the front of the *Teacher Return Envelope* just below the cellophane window.

❏ Place the completed *Teacher Identification Sheet* on top of all the *Students Eligible for Phase 2 MI-Access Scan Forms* and insert them into the *Teacher Return Envelope*, making sure that the district and school information shows through the window on the front. DO NOT SEAL THE ENVELOPE.

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✓ **Return Materials to the School MI-Access Coordinator**

❏ Return the *Teacher Return Envelope* with contents to the School MI-Access Coordinator by the date requested. Return any unused materials as well in a separate pile.

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*Thank you for participating in the
annual statewide administration
of MI-Access.*

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VI. MI-Access Additional Material Request Form – Winter 2003

Indicate the quantity needed of each item, complete the information at the bottom, and fax this form to BETA/TASA at 845-277-8142.

Coordinator and Administrator Materials

_____ Winter 2003 Coordinator/Administration Manual
_____ MI-Access 2002/2003 Interactive CD-ROM
_____ Teacher Identification Sheet
_____ School Identification Sheet
_____ Teacher Return Envelope

MI-Access Participation Assessment Materials

_____ Age 9 assessment booklet   _____ Age 9 Student Observation Sheet
_____ Age 10 assessment booklet   _____ Age 10 Student Observation Sheet
_____ Age 13 assessment booklet   _____ Age 13 Student Observation Sheet
_____ Age 14 assessment booklet   _____ Age 14 Student Observation Sheet
_____ Age 17 assessment booklet   _____ Age 17 Student Observation Sheet
_____ Age 18 assessment booklet   _____ Age 18 Student Observation Sheet

MI-Access Supported Independence Assessment Materials

_____ Age 9 assessment booklet   _____ Age 9 Student Observation Sheet
_____ Age 10 assessment booklet   _____ Age 10 Student Observation Sheet
_____ Age 13 assessment booklet   _____ Age 13 Student Observation Sheet
_____ Age 14 assessment booklet   _____ Age 14 Student Observation Sheet
_____ Age 17 assessment booklet   _____ Age 17 Student Observation Sheet
_____ Age 18 assessment booklet   _____ Age 18 Student Observation Sheet

_____ Students Eligible for Phase 2 MI-Access Scan Form

Reason for Request: _____

_____

District Name: _____ District Code: _____

District MI-Access Coordinator Name: _____

District MI-Access Coordinator Signature: _____

Phone Number: _____ Date: _____

E-mail Address: _____

MICHIGAN Department of
Education

School MI-Access Coordinator Inventory List

Quantity	Description
	School ID Sheet (green/orange)
	Winter 2003 Coordinator/Administration Manual
	MI-Access 2002/2003 Interactive CD-ROM
	Teacher Identification Sheets (blue/maroon)
	Students Eligible for Phase 2 MI-Access Scan Forms
	Teacher Return Envelopes
	Student Assessment Booklets Participation Age 9
	Student Assessment Booklets Participation Age 10
	Student Assessment Booklets Participation Age 13
	Student Assessment Booklets Participation Age 14
	Student Assessment Booklets Participation Age 17
	Student Assessment Booklets Participation Age 18
	Student Assessment Booklets Supported Independence Age 9
	Student Assessment Booklets Supported Independence Age 10
	Student Assessment Booklets Supported Independence Age 13
	Student Assessment Booklets Supported Independence Age 14
	Student Assessment Booklets Supported Independence Age 17
	Student Assessment Booklets Supported Independence Age 18
	Student Observation Sheets Participation Age 9
	Student Observation Sheets Participation Age 10
	Student Observation Sheets Participation Age 13
	Student Observation Sheets Participation Age 14
	Student Observation Sheets Participation Age 17
	Student Observation Sheets Participation Age 18
	Student Observation Sheets Supported Independence Age 9
	Student Observation Sheets Supported Independence Age 10
	Student Observation Sheets Supported Independence Age 13
	Student Observation Sheets Supported Independence Age 14
	Student Observation Sheets Supported Independence Age 17
	Student Observation Sheets Supported Independence Age 18